

Chico Country Day School provides a safe, joyful community where all learners are inspired to achieve their personal best.



2009–10 School Accountability Report Card

Chico Country Day School

Address: 102 W. 11th St. Chico, Ca. 95928
Principal: Paul Weber
Executive Director: Margaret Reece

Phone: (530) 8952650
Grade Span: K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Chico Country Day School provides a safe, joyful community where all learners are inspired to achieve their personal best.



Chico Country Day School (CCDS), a public charter school, was established in 1996 by local teachers, parents and community members. CCDS was unanimously re-approved by the Chico Unified School District in January of 2010.

At CCDS, we have created a learning environment where children become literate, cultured, life-long learners who strive for academic excellence. Through a united school, parent and community effort, CCDS emphasizes social consciousness and responsibility to a democratic society, self-confidence and compassion, and appreciation and respect for the natural world. The vision of CCDS is to create a school that, working within available resources:

- Offers lower class size, compared to local public and private schools, in every grade
- Offers a small community environment for both students and families
- Is committed to academic excellence
- Implements the Highly Effective Teaching model and provides a dynamic, interactive classroom environment
- Develops a school-wide theme for the entire year
- Encourages parents to take an active role in the operation of the School.

Student Enrollment

Group	Enrollment
Number of students	536
Black or African American	4%
American Indian or Alaska Native	1%
Asian	1%
Filipino	1%
Hispanic or Latino	10%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	82%
Two or More Races	1%
Socioeconomically Disadvantaged	25%
English Learners	1%
Students with Disabilities	6%

Teachers

Indicator	Teachers
Teachers with full credential	27
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0



Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	72%
Mathematics	63%
Science	72%
History-Social Science	70%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	863
Statewide Rank (from 2009 Base API Report)	8
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2010–11 Program Improvement Status (PI Year)	NA

School Facilities

Summary of Most Recent Site Inspection

The current site of CCDS is a Proposition 39 facility provided to CCDS by CUSD. The site has passed all safety, asbestos and fire inspections.

Repairs Needed

Several of the buildings (many are temporary) are aged beyond their useful life and are in need of modernization. CCDS has applied and been approved for Proposition 1D funds to rehabilitate approximately 27,000 square feet of facilities. When the State of California releases Prop. 1D funds, CCDS will proceed with rehabilitating much of the campus facilities.

Corrective Actions Taken or Planned

When Proposition 1D funds are available CCDS will use the preliminary apportionment to design replacement facilities as needed.

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

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Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	NA

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6395
District	n/a
State	n/a

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	<i>Chico Country Day School</i> 102 W. 11 th St., Chico, Ca. 95928 (530) 8952650	District Name	Chico Unified School District
Street		Phone Number	(530) 891-3000
City, State, Zip		Web Site	
Phone Number		Superintendent	Kelly Staley
Principal	Paul Weber	E-mail Address	kstaley@cusd.org
E-mail Address	pweber@chicocountryday.org	CDS Code	04-61424 6113773-112

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Mission

The mission of Chico Country Day School (CCDS) is to provide a safe, joyful community where all learners are inspired to achieve their personal best.

In order for every child to reach his/her fullest potential, we embrace the following tenets:

- 1. Every child must be held to clearly articulated, high expectations for achievement;
- 2. The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child, and;
- 3. Teachers and administrators must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

It is proven by a great deal of prominent education research that when parents or family members are involved at school in the education of their child, the child's success in school dramatically increases. In addition, we seek to create a school environment that invites family participation and involvement and that works as a community united in a common purpose. In order to create a strong school community where every child can reach his or her fullest potential, each family must be involved at the school.

Just as we view each child as a unique individual, so we see each family as a unique partner in their child's education. Just as each child has his or her strengths and challenges, so does each family. With this belief, CCDS has several ways for families to be involved.

Structures

CCDS parents pledge to:

Provide Home Academic Support by

- Ensuring my child comes to school ready to learn.
- Assisting and monitoring homework assignments.
- Reading with my child(ren) every night and/or providing a quiet place to work,
- Following through with school recommended actions,
- Reviewing this agreement with my child.

Provide School Support by

- Sending my child to school on time and with a nutritious snack and lunch.
- Supporting and adhering to the School Discipline and Conflict Resolution Policy.

Participate by

- Attending school exhibitions of student work.
- Attending school PTP meetings or Board of Director meetings.
- Actively collaborating and communicating with teachers to meet my child's learning needs.
- Using and reinforcing the CCDS Lifelong Guidelines and Lifeskills.
- Making positive contributions to the school community.
- Being an active member of the school community by working to continuously improve the Chico Country Day School for all students.

Parent Participation Sign-Up Form

The Parent Participation Sign-Up Form is your statement of how you will contribute to the whole school community in your own individual and unique ways. Families have the option for how they would like to be involved and the specifics of that involvement. Ways for you to be involved include:

- Volunteering in your child's classroom.
- Driving on field trips
- Participating on a Board of Directors Committee (by invitation)
- Participating on a Special Event Committee
- Helping with the cleaning and maintenance of the school buildings and grounds

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	60	Grade 8	56
Grade 1	60	Ungraded Elementary	
Grade 2	60	Grade 9	
Grade 3	60	Grade 10	
Grade 4	60	Grade 11	
Grade 5	60	Grade 12	
Grade 6	60	Ungraded Secondary	
Grade 7	60	Total Enrollment	536

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4%	White	82%
American Indian or Alaska Native	1%	Two or More Races	1%
Asian	1%	Socioeconomically Disadvantaged	25%
Filipino	1%	English Learners	1%
Hispanic or Latino	10%	Students with Disabilities	6%
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3			20	3			20	3		
1	20	3			20	3			20	3		
2	20	3			20	3			20	3		
3	20	3			20	3			20	3		
4	30		2		30		2		30		2	
5	30		2		30		2		30		2	
6	30		2		30		2		30		2	
K-3												
3-4												
4-8												
7 th /8 th	28		3		28		4		29		4	

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29		5		29		6		29		6	
Mathematics	29		5		29		6		29		6	
Science	29		5		29		6		29		6	
Social Science	29		5		29		6		29		6	

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The CCDS Safe Schools Plan was reviewed and revised by the CCDS Safety Committee in 2008. Component #1 People: The principal will provide strong leadership that exemplifies the Lifelong Guidelines and Lifeskills that are fundamental in an Integrated Thematic Instructional environment. Component #2 Place: CCDS will not only be a safe and orderly educational environment, it will have a look and feel of joy and learning. School buildings will be well maintained, attractive, and void of hazards. The design will deter vandalism, theft and other crime. All other areas around the school, including parking lots, play areas, and school grounds, will be well maintained and considered safe. Incident reports will decrease as improvements continue to be made.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3%	2%	2%	4%	6.6%	
Expulsions	0	0	0	.7	.7	

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Several of the buildings (many are temporary) are aged beyond their useful life and are in need of modernization. CCDS has applied and been approved for Proposition 1D funds to rehabilitate approximately 27,000 square feet of facilities. When the State of California releases Prop. 1D funds, CCDS will proceed with rehabilitating much of the campus facilities.

Corrective Actions Taken or Planned

When Proposition 1D funds are available CCDS will use the preliminary apportionment to design replacement facilities as needed.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a		X		
Safety: Fire Safety, Hazardous Materials	n/a	X			Fire Panel short was identified and corrected.
Structural: Structural Damage, Roofs	n/a		X		Minor repairs recently done to roof over primary wing.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a		X		Height of play structure was lowered and depth of bark was increased to meet standard.
Overall Rating	<i>Fair</i>				n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	24	26	27	27
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence	<i>No one teaching outside of credential</i>			n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	<i>No misassignments</i>		
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)	.50	n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	.40	n/a
Social Worker		n/a
Nurse	.50	n/a
Speech/Language/Hearing Specialist	.50	n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	All students are provided with ELA instructional materials. Grades 1 and 2 use the SBE approved HM Excursions program. Supplemental instructional texts and materials at various grade levels include Scholastic, Reading A-Z, Step Up To Writing and Literature selections.	0%	Houghton-Mifflin Excursions
Mathematics	Harcourt-Brace texts are used in grades K-6. College Preparatory Mathematics (CPM) is used at grades 7 & 8.	0%	Harcourt-Brace / College Preparatory Mathematics (CPM)
Science	Supplementary materials used at all grade levels.	0%	
History-Social Science	Supplementary materials used at all grade levels.	0%	
Foreign Language	"La Realidades" used for 7 th and 8 th grade Spanish instruction.	0%	
Health	Online curriculum for 7 th graders: www.sexedlibrary.org	0%	
Visual and Performing Arts	Silver Burdett is used in grades K-5	0%	Silver-Burdett
Science Laboratory Equipment (grades 9-12)	NA		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6395	n/a	n/a	\$49,500
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

NA – CCDS is not in Program Improvement (PI)

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,605	\$40,786
Mid-Range Teacher Salary	\$52,445	\$65,762
Highest Teacher Salary	\$82,544	\$85,230
Average Principal Salary (Elementary)	\$97,500	\$106,548
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	36%	40.6
Percent of Budget for Administrative Salaries	2.5%	5.3

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	62%	62%	72%	52%	54%	55%	46%	50%	
Mathematics	61%	62%	61%	47%	46%	49%	43%	46%	
Science	66%	75%	72%	57%	60%	66%	46%	50%	
History-Social Science	48%	76%	70%	45%	50%	54%	36%	41%	

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.8%	29.6%	33.3%
7	13.2%	37.7%	35.8%
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	8	8
Similar Schools	2	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	828	861	863
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	849	871	870
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	826	834	833
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	863	863	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	870	870	
Two or More Races			
Socioeconomically Disadvantaged	833	833	
English Learners			
Students with Disabilities			

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	NA	NA

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	NA	
First Year of Program Improvement		
Year in Program Improvement		

Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)									
Graduation Rate									

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	n/a		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Each year (the last 3 year period) CCDS designates 5 days for Staff Development in the Instructional Calendar. This is in addition to periodic staff development workshops on Friday afternoons – as each Friday is an early release day for students.